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ABSTRACT

"Helping One Student to Succeed" (HOSTS) is a nationally validated Chapter 1 exemplary program adopted by 24 schools in the Portland School District (Oregon) during 1984-85. Designed to help low performers learn to read by providing individualized instruction on a one-to-one basis through the use of volunteer tutors, HOSTS served 833 students in grades K through 8. This evaluation compared the achievement gains of Chapter 1 students who were in the HOSTS program with district Chapter 1 students and all district students. The achievement growth of HOSTS students in 1984-85 was compared with their achievement growth in 1983-84. Achievement was measured by the Comprehensive Test of Basic Skills and the Portland Achievement Levels Test in the Fall and Spring of 1983-84 and 1984-85. Overall, HOSTS gains are slightly larger than gains of all student groups at the same grade levels districtwide as shown by growth rate from one year to the next. The achievement rates of growth were above the district average for both HOSTS and other Chapter 1 programs. The growth rate for students enrolled for two years in HOSTS is lower than that for one-year students, and slightly lower than the rate for two-year Chapter 1 students. (PN)

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1984-85 EVALUATION REPORT HOSTS PROGRAM IN THE PORTLAND PUBLIC SCHOOLS

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September, 1985

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HOSTS PROGRAM IN THE PORTLAND PUBLIC SCHOOLS

1984-85 EVALUATION REPORT

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Portland Public Schools
Evaluation Department

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The design of this evaluation and much of the actual text was taken from the 1983-84 evaluation of HOSTS performed by David Leitner and George Ingebo. The general design was replicated in 1984-85 in order to provide comparability to the previous evaluation.

HOSTS

"HELPING ONE STUDENT TO SUCCEED"

INTRODUCTION

HOSTS is a nationally validated Chapter I exemplary program adopted by 24 schools in the Portland School District during 1984-85. Twenty of the 24 schools are Chapter I schools and adopted HOSTS as their Chapter I reading project. The four non-Chapter I schools also used HOSTS as supplemental reading instruction for low performing students, but supported it by general fund monies. A HOSTS pilot project was also implemented in Cleveland High School during 1984-85. A separate Evaluation Department report presents this evaluation.

HOSTS was designed to help low performers learn to read by providing individualized instruction on a one-to-one basis through the use of volunteer tutors. The diagnostic, prescriptive and instructional procedures were specified by program guidelines and were essentially the same for all schools. HOSTS students were tested individually by the HOSTS teacher at the beginning of the year with an individual reading inventory (Silvarolli or John's). Results from the individual reading inventory were used to place students at the proper test level in the Reading Skills Inventory (Fountain Valley Development Skills Test) which identified individual skill deficiencies, and to identify the student independent, instructional and frustration reading levels. The HOSTS Survey of Developmental Tasks was administered to students who scored below the range of the Reading Skills Inventory. Results from the tests were keyed into a computer which ran software designed to print long-range lesson plans based on test scores, the same procedure as teachers used in previous years. Teachers wrote individual daily lesson plans based on the long-range prescriptions from the computer. The daily lesson plans were implemented by trained volunteers under the direction of the teacher. Usually, students were instructed in two objectives per session and continued in an objective until mastery was achieved which was determined by informal testing or by administering the Fountain Valley Post Tests. HOSTS students received instruction for 30 minutes per day, four days a week from a tutor. Testing and teacher planning was scheduled for the fifth

day. Students were tested at mid-year and at the end of the year using the individual reading inventory to measure progress and to determine if students retained those skills that were mastered.

HOSTS CHARACTERISTICS IN PORTLAND SCHOOLS

Student Selection

Chapter I eligibility requirements (i.e., a P-score of 43 or below and/or teacher judgment) were used for selecting HOSTS reading students in the 22 Chapter I schools. Additional criteria were established at those schools who had the choice of placing students in either HOSTS or other Chapter I instructional programs. Schools used different criteria such as selecting low Chapter I students, high Chapter I students, ones who could best benefit from one-to-one instruction, those who had adequate language ability, or based on scheduling.

Grades Served and Number of Students

The HOSTS program served students in grades K-8 with almost all students in grades 1-5 (Table 1). A total of 833 students were reported by schools as having received HOSTS services during the year.

Staff

Each school HOSTS program was staffed by a part-time certified teacher who served as HOSTS coordinator. The coordinator was responsible for testing students, inputing data into the computer to produce long-range individual prescriptions, writing daily lesson plans, and supervising aides and tutors. Coordinators were usually assisted by one or more part-time aides.

Staff Training

The HOSTS Corporation provided three days of training for teachers and aides at the beginning of the school year. Training covered the following topics: HOSTS components; student selection; the Informal Reading Inventory; the HOSTS Survey of Developmental Tasks; the HOSTS Reading Skills Inventory; the HOSTS Computerized Reading Prescription Program; materials and room organization; resource management; tutor recruitment, training, and retention; program evaluation and monitoring.

Table 1

Students in the 1984-85 HOSTS Reading Program

	Grades	Instruction Less than 16 weeks	Instruction 16 weeks or more	TOTAL
Abernethy	2-5	4	25	29
Ball	2-4	8	23	31
Beach	3-5	8	17	25
Chapman	1-4	5	17	22
Creston	2-5	8	27	35
Edwards* (Spec. Ed.)	1-5	Unk	Unk	22
Glencoe* (Spec. Ed.)	Unk	Unk	Unk	50
Grout	2-5	10	44	54
Hollyrood*	1-3	22	1	23
Humboldt	2-4	2	33	35
James John	2-3	2	23	25
Kenton	1-5	14	23	37
King	1-5	12	28	40
Lane	1-3	4	24	28
Lent	1-8	8	25	33
Llewellyn*	1-3	Unk	Unk	25
Marysville	3-5	10	15	25
Rice	3-4	4	12	16
Richmond	2-5	16	44	60
Sabin	K-5	30	18	48
Scott	2-5	9	42	51
Sitton	2-4	8	32	40
Vestal	1-6	15	32	47
Youngson	2-5	10	22	32
TOTAL		209	527	833

* Non-Chapter I schools. These students were not included in the Portland Achievement Levels Test analysis since almost all students were either in grades 1-2 and/or in Special Education.

Detailed information on HOSTS tutors was not available for the 1984-85 school year. Data collected in past years by the HOSTS corporation, including the number and types of tutors and tutor hours for each school, were not collected this year.

EFFECTS OF HOSTS PROGRAM

The evaluation conducted to investigate the effects of the HOSTS program compared the achievement gains of Chapter I students who were in the HOSTS program with two different populations: 1) District Chapter I students; and 2) all District students. Next, the achievement growth of HOSTS students in 1984-85 was compared with their achievement growth in 1983-84. Student achievement was measured by the Comprehensive Test of Basic Skills, Form S; Primary B and C (grade 2); and the Portland Achievement Levels Tests (grades 3-8) in Fall and Spring of 1983-84 and 1984-85.

The District Chapter I program administers the Comprehensive Test of Basic Skills, Primary B and C, to grade 2 students for evaluation purposes because the PALT is not administered below grade 3. Primary B is administered in fall, and Primary C is administered in the spring.

Results for grade 2 and grades 3-8 are presented in separate sections. The grades 3-8 results include an analysis of achievement gains by the number of years 1984-85 students were enrolled in the HOSTS program.

GRADE 2

Table 2 shows the pre- and post-test means and gains for HOSTS and District Chapter I students in grade 2. Data were collected from 16 HOSTS schools and 36 District Chapter I schools. All scores are based on matched fall/spring scores. Matched data were available for 162 second grade HOSTS students. Results are expressed in terms of expanded scale score means and corresponding percentiles.

Table 2

Grade 2
Fall, 1984 and Spring, 1985 Expanded Scale Score and Percentiles
for HOSTS and District Chapter I Students

SCORE	GROUP	N	FALL	SPRING	GAIN
Expanded Scaled Score	HOSTS	174	261	299	38
	District/Chapter I	406	259	298	39
Percentile	HOSTS	174	24.8	33.9	9.1
	District/Chapter I	406	23.0	33.0	10.0

The results indicate that grade 2 HOSTS students made gains essentially equivalent to District Chapter I students expressed in expanded scale scores and percentiles.

GRADES 3-8

Achievement growth was measured by the difference in the fall and spring results of the PALT in reading. The expectation was that first year students would make larger gains in 1984-85, their HOSTS year, than in 1983-84, their non-HOSTS year. Similar analyses for second year HOSTS students were performed, although no specific predictions were tested about differences between 1983-84 and 1984-85 since 1983-84 did not represent a pre-project year. Data were included for students from the twenty Chapter I HOSTS programs who were in the program a minimum of 16 weeks. This represents half or more of the time between the beginning of the school and the posttest date.

The results are reported in deviation scores, i.e., GROW and RATE scores for clear and intact groups. These terms are defined as follows:

1. Clear and intact groups include students who had fall and spring test scores for a given year (clear) and were enrolled at the same school in the fall and spring (intact).

2. Standard deviations are group statistics showing the deviation of a group RIT mean from the means of all RIT means in the District. RIT scores are equal interval, curriculum-based scores obtained from the PALT.

3. GROW is an index that represents the amount of achievement growth, based on clear and intact groups, in a given year. It shows the deviation of a group's fall to spring gain from the mean of all school mean gains for each grade-level group in the District. A GROW score of zero would indicate a gain equal to the mean gain of other groups.

4. RATE is an index that represents the change in the amount of achievement growth in 1984-85 as compared with 1983-84. It also is based on a comparison of the difference in means for a group with the differences for

all groups at that grade level in the District. It shows the deviation of year to year groups' gain from the mean of all school mean gains for each grade-level group in the District.

A RATE of zero would indicate a change in the rate of growth from one year to the next that is equal to change in the rate of other groups.

The criteria for interpreting the GROW and RATE values are the same and shown in Table 3:

Table 3

Interpretation of GROW and RATE Values

GROW or RATE Value		Interpretation
Less than District average	-2.0 and below	Negative, significant
	-2.0 to -1.7	Negative, approaching significance
	-1.6 to -0.7	Negative, nonsignificant
	-0.7 to 0.7	Average District growth
Greater than District average	0.7 to 1.6	Positive, nonsignificant
	1.7 to 2.0	Positive, approaching significance
	2.0 and above	Positive, significant

The results presented in Table 4 show the reading data for groups that are clear and intact for each of the years 1983-84 and 1984-85 by one year or two years program participation. (See Appendix A for results presented by grades.) Results for one- and two-year Chapter I students (for the same clear and intact groups) are presented for comparison. The grades 3-8 results are presented in three sections; deviation scores, GROW and RATE. The results are:

Table 4

Reading Standard Deviation Means, GROW and RATE, for One-Year and Two-Year HOSTS Students, and One-Year and Two-Year Chapter I Students

	Fall 1983	Spring 1984	Fall 1984	Spring 1985	GROW 1983-84	GROW 1984-85	RATE 1983-85
All Grades							
HOSTS							
One-Year (n=63)	-2.69	-2.83	-2.66	-2.08	-0.43	1.74	1.56
Two-Year (n=42)	-4.32	-4.08	-2.82	-2.97	0.59	-0.36	-0.73
TOTAL (n=105)	-3.34	-3.33	-2.72	-2.43	-0.02	0.90	0.64
Chapter I							
One-Year (n=247)	-2.47	-2.80	-2.64	-2.24	-1.05	1.76	2.19
Two-Year (n=250)	-2.95	-2.80	-2.41	-2.31	0.45	0.28	-0.14
TOTAL (n=497)	-2.71	-2.80	-2.52	-2.28	-0.29	1.02	1.02

Fall and Spring Deviation Means

Overall, the fall and spring deviation means in Table 4 show HOSTS and Chapter I students tend to be lower-performing students in their 1983-84 and 1984-85 means. This is the expectation given the student selection criteria for the Chapter I program.

GROW

As mentioned previously, GROW represents the standardized amount of achievement gain in a given year. The 1984-85 GROW results show students who were in the program for one year made growth in reading (GROW = 1.74) greater than the District average, which is positive and approaching statistical

significance. Students enrolled for two years show growth in reading (GROW = -0.36) equivalent to the District average. When the data from one- and two-year students are combined, the results show students made growth in reading (GROW = 0.90) greater than the District average, which is positive but statistically nonsignificant.

One-year Chapter I students show growth in reading (GROW = 1.76) greater than the District average which approaches statistical significance. When compared to one-year HOSTS students, one-year Chapter I students made equivalent gains. Two-year Chapter I students show growth in reading (GROW = 0.28) equivalent to the District average. When compared to two-year HOSTS students, Chapter I students made numerically larger gains. When the data from one- and two-year Chapter I students are combined, the results show growth in reading (GROW = 1.02) greater than the District average which is statistically nonsignificant. This growth rate is slightly larger than that of the one- and two-year HOSTS students combined.

RATE

As mentioned previously, RATE represents the change in the rate of growth from one year to the next, or from the pre-project year to the project year in the case of first-year program students. The results for students who were in the program for one year show greater gains in the rate of growth in reading (RATE = 1.56) in their project than the pre-project year which was statistically nonsignificant. Students enrolled in HOSTS for two years show a rate of growth in reading (RATE = -0.73) which is lower in 1984-85 than 1983-84, but to a statistically nonsignificant degree. When the data from the two HOSTS groups are combined, the results show equivalent gains in the rate of growth in reading (RATE = 0.64) during 1984-85 and 1983-84.

One-year Chapter I students show greater growth in reading (RATE = 2.19) in their project year than pre-project year, which is statistically significant. When compared to one-year HOSTS students, Chapter I students show somewhat larger gains. Students who received Chapter I instruction for two years showed an equivalent rate of growth (RATE = -0.14) for the two-year period 1983-84/1984-85. When compared to two-year HOSTS students, Chapter I students

showed a higher rate of growth. When the data for one- and two-year Chapter I students are combined, the results show the rate of growth in reading (RATE = 1.02) which is greater in 1983-84 than 1984-85, but to a statistically nonsignificant degree. This rate of growth is numerically larger for Chapter I students than the corresponding rate of growth for HOSTS students.

Table 5 provides a summary of the effectiveness of HOSTS over the last three years, 1982-83 to 1984-85[2]. During 1982-83, the rate of growth from the pre-project year to the project year for HOSTS students was positive nonsignificant in comparison to the average rate of growth for the District. For 1983-84, the HOSTS rate of growth was also greater than the District average to a degree which approached statistical significance. Finally, for 1984-85, one-year HOSTS students again demonstrate a positive nonsignificant rate of growth as in 1982-83.

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[2] Although HOSTS was also evaluated during 1981-82, 1981-82 Reading RATE Scores were not available for first year HOSTS students separately and, thus, could not be included in Table 5.

Table 5

Overall Effectiveness of HOSTS for
First-Year Students, 1982-83 through 1984-85 As Measured by RATE

		Less Growth in Project than Pre-Project Year (-1.6 to -0.7)	Equal Growth for Two Years (-0.7 to 0.7)	Greater Growth in Project than Pre-Project Year (0.7 to 1.6)	(1.7 to 2.0)	(2.0 and above)
	N	Negative, Nonsignificant		Positive, Nonsignificant	Positive, Approaching Significance	Positive, Significant
Reading						
1982-83	73			X		
1983-84	25				X	
1984-85	63			X		

FINDINGS

1. Results from achievement records in twenty Portland elementary schools where HOSTS was used as a Chapter I or Chapter I-type supplementary program show that, overall, HOSTS gains are slightly larger than the gains of all student groups at the same grade levels Districtwide as shown by the rate of growth from one year to the next. There is some variation across different schools and grades, indicating that achievement gains are not uniform.

2. Students in both HOSTS and other Chapter I programs demonstrated positive changes in achievement rates of growth between 1983-84 and 1984-85 that were numerically above the District average. In terms of our statistical interpretation, the rate of growth of HOSTS students in grades 3-8 was equivalent to the District average while the rate of growth of all Chapter I students was considered positive nonsignificant in comparison to the District average.

3. The rate of growth of students enrolled for two years in HOSTS is lower than the rate of growth of one-year students, and slightly lower than the gains of two-year Chapter I students.

4. Results comparing the gains of Chapter I second grade students in HOSTS with gains of other District Chapter I second grade students and non-HOSTS Chapter I second grade students show the performances are essentially equivalent.

RECOMMENDATIONS

1. HOSTS should be considered by schools as an option along with other District programs, particularly for Chapter I and perhaps other educationally disadvantaged students. Relative cost, curriculum materials, ease of operation, student interest, etc., should be taken into account.

APPENDIX A

**Tables Presenting Standard Deviation Means,
GROW and RATE of Growth
for HOSTS and Chapter I Participants by Grade**

Table A.1

Reading Standard Deviation Means, GROW and RATE, for One-Year, Two-Year and Three-Year HOSTS Students, One-Year and Two-Year Chapter I Students, and Two-Year Chapter I/HOSTS Students by Grade

	Fall 1983	Spring 1984	Fall 1984	Spring 1985	GROW 1983-84	GROW 1984-85	RATE 1983-85
Grade 4							
HOSTS							
One-Year (n=33)	-2.72	-2.67	-2.82	-2.14	0.14	1.78	1.17
Two-Year (n=28)	-4.56	-4.27	-3.10	-3.28	0.68	-0.49	-0.58
TOTAL (n=61)	-3.57	-3.40	-2.94	-2.67	0.39	0.74	0.37
Chapter I							
One-Year (n=48)	-1.97	-2.75	-2.82	-2.15	-1.80	1.77	2.61
Two-Year (n=78)	-3.22	-3.02	-2.54	-2.34	0.47	0.52	0.02
TOTAL (n=126)	-2.76	-2.92	-2.65	-2.27	-0.37	1.00	1.01

Table A.1 (continued)

Reading Standard Deviation Means, GROW and RATE, for One-Year, Two-Year and Three-Year HOSTS Students, One-Year and Two-Year Chapter I Students, and Two-Year Chapter I/HOSTS Students by Grade

	Fall 1983	Spring 1984	Fall 1984	Spring 1985	GROW 1983-84	GROW 1984-85	RATE 1983-85
Grade 5							
HOSTS							
One-Year (n=28)	-2.47	-2.95	-2.47	-2.03	-1.45	1.56	2.22
Two-Year (n=11)	-3.79	-3.79	-2.47	-2.46	-0.02	0.05	-0.35
TOTAL (n=39)	-2.88	-3.21	-2.47	-2.15	-1.01	1.14	1.50
Chapter I							
One-Year (n=53)	-2.23	-2.52	-2.56	-2.42	-0.87	0.50	0.97
Two-Year (n=53)	-2.98	-2.99	-2.46	-2.54	-0.05	-0.27	-0.15
TOTAL (n=106)	-2.60	-2.75	-2.51	-2.48	-0.47	0.12	0.41